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ABSTRACT

This report provides the second year update to the Alberta (Canada) government's 3-year plan to restructure the province's education system. Key strategies for improving teaching are put forth, including: updating teacher preparation and certification requirements to reflect the most current understanding of effective teaching; establishing competencies for beginning and experienced teachers; and developing a coordinated approach to delivery of professional development opportunities for teachers. Principles underlying the report's recommendations are listed and include: the key role of teachers; competency should be the primary criterion for qualifying an individual to teach; teachers professional growth is facilitated through the collaborative action of all stakeholders; and school boards are responsible for having teacher evaluation policies that conform to the Provincial Teacher Evaluation Policy. Memoranda of Agreement are proposed to establish and facilitate partnerships between campus-based and field-based educators. Other major proposals include a shift toward more flexible, competency-based certification guidelines and establishment of more detailed guidelines for use in teacher evaluation practices. Recommendations for changes to the provincial Teacher Evaluation Policy are detailed. The background and implications of each of these proposals is discussed, and a call is made for commentary and input. Appendices include an outline of suggested competencies and a reader opinion survey. (PB)

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A discussion paper for consultations on enhancing the quality of teaching

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All Alberta students will have the opportunity to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society. (Meeting the Challenge II)

Introduction

Government's plan to restructure the education system is outlined in Meeting the Challenge and its second year update Meeting the Challenge II. These three-year plans for education acknowledge that teachers have a key role in achieving an excellent, affordable and accountable education system.

The plans list nine goals. Goal Four — improve teaching — speaks directly to the importance of quality teaching in achieving quality education.

Meeting the Challenge II sets out three key strategies to improve teaching. Focusing on the education that teachers, themselves, undertake, the three strategies are to:

- update teacher preparation and teacher certification requirements to reflect the most current understanding of effective teaching;
- establish competencies for beginning and experienced teachers; and
- develop a coordinated approach to delivering professional development opportunities for teachers.

Alberta Education reviewed provincial policies related to teacher preparation, certification, evaluation and professional development, and recognized that the quality of teaching would be enhanced if provincial policies provided a coordinated framework that encourages and supports teachers' professional growth throughout their careers. The Council on Alberta Teaching Standards advised Education Minister Halvar Jonson on ideas that should be included in such a framework.

The next step is to consult teachers, other educators and all stakeholders.

"Quality teaching: Quality education for Alberta students" is a discussion paper detailing the three key strategies for improving the quality of teaching in Alberta. The proposals for implementing each of these strategies provide a coordinated approach to achieving Goal Four.

You are invited to respond to this paper by sending your written ideas and comments by November 10, 1995, to The Honourable Halvar C. Jonson, Minister of Education, 228 Legislature Building, Edmonton, Alberta, T5K 2B6, or by fax: (403) 422-4199, or by internet: vkrawec@edc.Gov.ab.ca

Principles

The proposals in "Quality teaching: Quality education for Alberta students" are based on the following beliefs or principles.

- Teachers are key. Quality teaching means quality education for students.
- Dedicated teachers want to be better teachers today than they were yesterday. They are career-long learners, and their students benefit.
- Quality teaching is built on a solid foundation of knowledge, skills and attributes that teachers use to help students learn.
- Competency extends beyond credentials. It is the ability to do the job by applying professional preparation and professional development in the service of student learning.
- Competency should be the primary criterion used to determine whether an individual acquires and maintains the authority to teach.
- Teachers' professional growth is facilitated through the collaborative action of all stakeholders. It is accelerated through formal and informal interactions among teachers.
- Individual teachers are ultimately responsible for the quality of their teaching, particularly where they have had opportunities to make key decisions that affect that quality.
- School boards are responsible for having teacher evaluation policies that conform to the Provincial Teacher Evaluation Policy.
- School boards are responsible for establishing policies and practices that improve teaching, and for evaluating teachers' performance.
- The Minister of Education is responsible for establishing education standards, including those that guide teacher education as a continuum of learning experiences throughout teachers' careers.
- The Minister of Education is responsible for ensuring that students come first. Provincial policies must serve the best interests of all students, regardless of where in the province they live.

Elements of a provincial policy framework on teaching

Teachers' ability to help students is directly related to the learning experiences that teachers, themselves, undertake throughout their careers. The Memoranda of Agreement between the Minister of Education and the institutions that offer teacher preparation programs, the Certification of Teachers Regulation and the Provincial Teacher Evaluation Policy require revisions to encourage and support teachers' ongoing professional growth.

Memoranda of agreement

Background

The Memoranda of Agreement between the Minister of Education and the provincial universities are based on understandings that were reached almost fifty years ago.

Under the Memoranda, universities agree to provide teacher preparation programs and the Minister agrees to issue teaching certificates to graduates who are recommended by the Dean of a Faculty of Education. The Memoranda do not require that the universities and the Minister work together to enhance the quality of teaching.

This arrangement suggests that the post-secondary institutions are solely responsible and accountable for teacher preparation. It also suggests that teacher preparation is discrete and separate from teachers' professional development once they start teaching.

There is general agreement in the education community that teacher preparation should be the first stage of a career-long learning continuum to which all stakeholders contribute their expertise.

Proposal

That the Minister of Education and the accredited post-secondary institutions enter into new agreements under which the Minister has a leadership role in creating ongoing, dynamic interactions between the post-secondary institutions and field-based educators.

What the proposed changes would mean

The revised Memoranda of Agreement will establish and facilitate a partnership between campus-based and field-based educators.

The partnership will recognize that:

- educators in the accredited post-secondary institutions know best how to prepare individuals to become teachers; and
- field-based educators know best what Albertans expect of teachers, and how well teachers meet those expectations.

The partners will share information and be involved in on-going discussions to improve the quality of education for Alberta students.

Teacher preparation institutions will have current information to help them develop and monitor their teacher preparation programs.

The Memoranda will confirm that teacher preparation programs:

- prepare graduates to demonstrate the competencies expected when they first enter the classroom; and
- form a base of theory and experiences that teachers can use to plan their professional growth, and to help students achieve provincial, jurisdiction and school goals.

Responsibilities

Under the new agreements, the Minister of Education will:

- identify the knowledge, skills and attributes expected of effective beginning teachers, and that are required of graduates of teacher preparation programs to qualify for initial (interim) certification. The Minister also will identify a second level of knowledge, skills and attributes that teachers must have to qualify for permanent certification. (Please see Appendix A);
- issue an Interim Professional Teaching Certificate to individuals who have completed a teacher preparation program acceptable to the Minister, and who have been recommended by a Dean of Education;
- prepare annual reports
  - on the extent to which beginning teachers have the knowledge, skills and attributes needed to qualify for interim certification
  - on the extent to which teachers, after at least two years of professional growth, have the knowledge, skills and attributes needed to qualify for permanent certification
  - that include recommendations on teacher preparation and beginning teachers' professional development, and how these may be linked more effectively; and
- consult widely on all matters and, from time-to-time, support the coming together of the partners to consider ways of enhancing teacher education.

Under the new agreements, each post-secondary institution will:

- offer teacher preparation programs that provide teachers with the
  - knowledge, skills and attributes needed to qualify for interim certification
  - theory and experiences on which they can base further professional growth which enhances their ability to help students learn;
- attest that each person being recommended for interim certification has the knowledge, skills and attributes together with the base of theory and experiences required by the Minister; and
- prepare biennial reports that
  - inform the Minister about changes to teacher preparation programs
  - outline the institution's response to recommendations previously made by the Minister
  - include recommendations about other stages of teacher education, particularly ideas that more closely link teacher preparation and beginning teachers' professional development.

Certification of teachers regulation

Background

The Minister of Education currently issues the Interim Professional Teaching Certificate and the Permanent Professional Teaching Certificate under this Regulation. Teachers who hold either certificate have the authority to teach in Alberta schools.

Currently, to qualify for interim certification, an individual must have completed an approved teacher preparation program that includes a baccalaureate degree, and must be recommended by a Dean of Education. After the teacher has taught for two years, his or her superintendent may recommend that the Minister issue permanent certification. These requirements for initial and permanent certification now focus on two processes: completing a teacher preparation program and gaining two years of successful experience.

In future, the authority to teach in Alberta schools should be based on whether the individual actually has the knowledge, skills and attributes needed to help students learn, not on the completion of processes.

Proposal

That the Certification of Teachers Regulation be amended so that the authority to teach in Alberta schools moves from one that is primarily qualification-based to one that is primarily competency-based, and that individual differences be recognized by providing for flexibility in the time it may take a teacher to achieve the competencies required for permanent certification.

What the proposed changes would mean

The Regulation will reference the Provincial Teacher Evaluation Policy which will specify the knowledge, skills and attributes that:

- graduates of approved teacher preparation programs must have to qualify for interim certification; and
- teachers must have to qualify for permanent certification after a minimum of two years of teaching experience and professional growth.

Deans of Education and superintendents will use common criteria and standards as a basis for attesting that individuals qualify for certification.

Individuals preparing to be teachers will have an understanding of what will be expected of them in the classroom, and they can approach their studies accordingly.

All teachers will begin their careers with a similar foundation of knowledge, skills and attributes to which they can add. They will have confidence in their abilities, and provincial guidelines to help plan their professional growth.

Providing for individual differences will enable beginning teachers to acquire and demonstrate the full range of knowledge, skills and attributes required for permanent certification.

Provisions of the revised Regulation

The Minister of Education may issue an Interim Professional Teaching Certificate to an applicant who:

- holds an approved Alberta Bachelor of Education (B.Ed.) degree, or equivalent; and
- is recommended by the approved officer of the institution that conferred the applicant's B.Ed. The recommendation must include an attestation that the applicant has
  - the first level of knowledge, skills and attributes specified in the Provincial Teacher Evaluation Policy
  - a foundation of theory and experiences on which to build further professional growth and make contributions to the profession.

Note: Policies and processes will be in place to ensure out-of-province applicants are treated fairly.

The Interim Professional Teaching Certificate will have a term of three years. An individual may apply to renew his or her interim certification or it may be renewed on the recommendation of an approved authority (such as a superintendent of schools), if the Minister is satisfied this in the best interests of Alberta students.

A decision to revoke and to not recommend, issue or renew an Interim Professional Teaching Certificate may be appealed.

The Minister may issue Letters of Authority in special cases.

The Minister of Education may issue a Permanent Professional Teaching Certificate to a teacher who:

- holds an Interim Professional Teaching Certificate; and
- is recommended by an approved authority such as the teacher's superintendent. The recommendation must include an attestation that the teacher has
  - demonstrated professional growth over a minimum of two school years
  - achieved the second level of knowledge, skills and attributes specified in the Provincial Teacher Evaluation Policy.

A recommendation to issue or not to issue a permanent certificate must be made no earlier than completion of two years of teaching experience and no later than completion of three years of teaching experience.

In deciding whether to recommend a teacher for permanent certification, an approved authority will use, as guidelines, the second level of knowledge, skills and attributes specified in the Provincial Teacher Evaluation Policy, and will exercise professional judgment that recognizes the best interests of Alberta students as the primary criterion.

Each recommendation for permanent certification will be made on a standardized form provided by the Minister. The form will include a brief evaluation report that shows the extent to which the teacher has the second level of knowledge, skills and attributes specified in the Provincial Teacher Evaluation Policy.

A decision not to recommend or issue a Permanent Professional Teaching Certificate may be appealed.

Provincial teacher evaluation policy

Background

The current Provincial Teacher Evaluation Policy requires that local authorities have teacher evaluation policies that meet local needs. The provincial policy does not describe what should be evaluated, nor does it describe effective teacher evaluation practices.

In 1989, Alberta Education began to assess the impact of the provincial policy. The resulting report, Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy (pp. 294-95) indicates that traditional evaluation practices are expensive, time consuming and, in most instances, do not improve the quality of teaching over the long term.

Toward Teacher Growth (pp. 289-303) suggests that traditional teacher evaluation policies and practices do not work because they:

- are intended to simultaneously identify incompetence and promote instructional improvement;
- do not provide different evaluation procedures for beginning teachers, teachers who are experiencing difficulties, and competent, experienced teachers; and
- do not adequately address teachers' needs for professional development and the public's need to be assured of quality education.

Toward Teacher Growth (p. 301) recommends that the provincial policy be reviewed in light of the findings of the report, and that it continue to allow for variations at the jurisdiction level.

Government's initiative to increase school-based decision making reinforces the need for teacher evaluation policies that recognize that teachers, individually and collectively, are responsible for determining their own professional development activities, and for ensuring that their professional development results in quality education for their students.

Proposal

That the Provincial Teacher Evaluation Policy be amended to provide guidelines on how teachers and school boards can use effective teacher evaluation practices to improve teaching through ongoing professional development, and to assure the public of the quality of education provided to students.

What the proposed changes would mean

School boards will be required to have teacher evaluation policies that conform to the Provincial Teacher Evaluation Policy. Boards will have latitude to adjust their policies to meet their own needs and contexts.

Teacher evaluation policies will have two distinct but inter-related functions:

- accountability to the public; and
- teacher growth that maximizes students' opportunities to achieve learning expectations and standards.

Teacher evaluation policies will distinguish between the purposes of summative and formative evaluations:

- a summative evaluation will be done by a principal, superintendent or similar authority when it is necessary to make a decision regarding a teacher's employment status, in response to a request or when there is reason to believe the teacher is experiencing difficulties in teaching; and
- a formative evaluation will be done by a principal and/or a teacher(s) to help a teacher plan his or her professional development.

Teacher evaluation practices will vary to meet the needs of teachers at different stages of their careers.

Teachers will have responsibility for determining and meeting their own professional development needs as individuals, as school staffs and collectively as members of the profession.

Teachers who experience difficulties in teaching will be required to improve under the direction of the principal and superintendent or similar authorities. Teachers who are unable or unwilling to improve may have their contracts of employment terminated, and their teaching certificates revoked under the Practice Review of Teachers Regulation.

Parents and the public will be informed about how teachers are evaluated and the standards of practice expected of them.

Provisions of the revised Policy

The Provincial Teacher Evaluation Policy will require that:

- boards, in consultation with teachers, develop teacher evaluation policies that
  - reflect the provincial policy
  - are applied fairly and equally to all teachers
  - clearly specify mechanisms that protect the interests of students, teachers, administrators and boards;
- boards inform parents and the public about their teacher evaluation policies, practices and standards, and be accountable to their public for assessing and ensuring the quality of teaching;
- locally developed policies clearly differentiate between public accountability and teachers' professional development;
- locally developed policies include evaluation criteria and standards specified in the Provincial Teacher Evaluation Policy, specifically, the knowledge, skills and attributes that
  - graduates of teacher preparation programs must have to qualify for an Interim Professional Teaching Certificate

- teachers who hold interim certification must have to qualify for a Permanent Professional Teaching Certificate;

- for the purpose of recommending permanent certification or the renewal of interim certification, local authorities use the knowledge, skills and attributes specified in the Provincial Teacher Evaluation Policy;
- teachers who hold an Interim Professional Teaching Certificate be subject to regular summative evaluations. The findings of these will be used to make decisions regarding the teachers'
  - employment status
  - eligibility for a Permanent Professional Teaching Certificate; and
- teachers who hold a Permanent Professional Teaching Certificate not be subject to summative evaluations unless
  - there is reason to believe a teacher is not performing satisfactorily in helping students learn
  - requested by the teacher, principal or other teachers on the school staff
  - information is needed to make decisions about the teachers' employment status, promotion or transfer.

The Provincial Teacher Evaluation Policy will allow that:

- boards may establish evaluation criteria and standards in addition to those specified in the Provincial Teacher Evaluation Policy, or increase the provincial requirements, and apply both to make judgments regarding the employment status of teachers who hold an Interim Professional Teaching Certificate; and
- boards may establish evaluation criteria and standards in addition to those specified in the Provincial Teacher Evaluation Policy, or increase the provincial requirements, and apply both in evaluating teachers who hold a Permanent Professional Teaching Certificate.

Should a principal (or designate) become aware that the teaching of a permanently certificated teacher, who is under a continuing contract of employment, may be below one or more of the standards established by the board, the principal will immediately notify the teacher and begin an initial summative evaluation(s).

If the initial summative evaluation reveals that a teacher's practice, in one or more areas, falls below standards established by the board, the principal, in cooperation with the superintendent, will move to protect students' best interests. If warranted, the teacher may be:

- suspended under provisions of the School Act; or
- required to follow the principal's oral or written directions regarding the teaching difficulties, beginning immediately, and further directions that may be provided under a written "notice for remediation."

A written notice for remediation will be developed by the principal, in cooperation with the superintendent, and will be delivered to the teacher within one week of the initial summative evaluation. The notice will specify:

- the difficulty(ies) found by the principal through the initial summative evaluation;
- the remedial action(s) that the teacher is expected to undertake together with any assistance that will be provided the teacher;
- the expected outcome(s) of the remedial action, e.g. change in knowledge, skill or attribute;
- the summative evaluation process that will be used to determine if the teacher has achieved the expected outcome of the remedial action;
- a reasonable timeline that is in keeping with the nature of the difficulty, the remedial action, and the summative evaluation process;
- that, following the end of the timeline, the teacher must maintain the expected outcome of the remedial action for a minimum of 12 additional months; and
- the consequence to the teacher of not achieving the outcome of the remedial action within the specified timeline, and the same consequence to the teacher for not maintaining the expected outcome for the additional 12 months.

In developing a notice for remediation and in all subsequent actions, the principal, superintendent and board will be guided, primarily, by what is in the best interest of students.

A teacher must have an opportunity to respond in writing to any part of a notice for remediation.

The Minister of Education must be notified if a teacher's contract of employment is terminated because the teacher has not met the conditions of a notice for remediation. The Minister will be provided with a copy of the:

- notice for remediation together with any response made by the teacher; and
- reasons given the teacher for terminating his or her contract of employment.

Note: These documents will be considered as a "complaint" under the Practice Review of Teachers Regulation.

The Provincial Teacher Evaluation Policy will require that boards contribute to teachers' professional development by:

- specifying broad, annual jurisdiction goals that focus on student learning and that are in keeping with provincial goals and initiatives;
- identifying specific resources for teachers' professional development and for the professional development of other personnel;
- providing support so teachers can access the resources of a professional development consortium or a similar internal structure;

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- transferring professional development resources to school budgets, and earmarking them for professional development;
- providing each school with four or more teachers the option of developing a school-based professional development policy. If a school is too small or declines the option, the board will develop the school's professional development policy in consultation with the teachers;
- supporting the development, and monitoring the implementation and maintenance of school-based professional development policies and activities; and
- reporting in their annual report to the public
  - what resources were provided to schools for professional development
  - how the resources were used.

Boards' teacher evaluation policies will require that school-based policies be developed by the teachers in the school under the leadership of the principal, and in consultation with the superintendent and school council. The school-based policies will:

- recognize that, ultimately, each teacher is responsible and accountable for his or her own ability to help students learn;
- define professional development in terms of a direct and demonstrable relationship with student learning. The definition will incorporate all traditional classifications of teacher education such as professional development, inservice, staff development and teacher development;
- specify broad, annual professional development goals that focus on student learning, and that are in keeping with jurisdiction and provincial goals and initiatives;
- recognize that teachers' professional development needs vary at different stages of their careers;
- specify various formative evaluation processes that teachers can use in their individual professional development, e.g. peer evaluation, team evaluation, outside evaluation, mentoring, traditional processes;
- require that each teacher submit, annually, an individualized professional development plan to the principal or a representative body of teachers. The plan will be kept for the time required by the school policy. An individualized plan will
  - indicate what professional development activities the teacher will undertake over the year
  - demonstrate how these activities are linked to helping students achieve school, jurisdiction and provincial goals
  - indicate what school resources the teacher requests to support the plan;
- specify how decisions will be made to allocate professional development resources; and
- indicate how the school council will be advised on how the school's professional development goals are related to the school's mission, philosophy and objectives.

Government will assist in the development and implementation of professional development consortia to help boards and teachers improve the quality of teaching.

In closing

Policies set a direction for action. People make policies work.

The Minister of Education looks forward to receiving your ideas and comments on these proposals for action.

Appendix A

Examples of teaching knowledge, skills and attributes are listed here under four headings that focus on students and reflect the need for ongoing improvement. The examples were taken from the international literature on teaching, and have received approval in principle from the education community. Now, work must be done to ensure that they reflect what is actually expected of teachers in Alberta. Two levels of standards have to be established. The first level will describe what is expected of graduates of teacher preparation programs in order to qualify for interim certification. The second level will describe what is expected of teachers in order to qualify for permanent certification.

1. Preparing for student learning

1.1 Teachers should know ...

- 1.1.1 the subject area(s) they teach
- 1.1.2 the Alberta program of studies and supporting documents
- 1.1.3 how legislation, policies and the organization of education in Alberta affect teaching and learning
- 1.1.4 that students have a range of needs including but not limited to those related to ability, talent, gender, mental/physical factors, developmental level and socio-economic factors
- 1.1.5 that Alberta is a multicultural society and that students' language and culture affect their learning needs
- 1.1.6 how to utilize the range of human and physical resources available in their schools and communities to help them meet the needs of their students
- 1.1.7 the importance of extra-curricular experiences for students' growth

1.2 Teachers should be able to ...

- 1.2.1 identify and describe the needs of individual students and groups of students
- 1.2.2 accommodate students' different learning styles and the different ways in which they learn
- 1.2.3 identify students' special needs and work with parents, professionals and other educators to meet those needs
- 1.2.4 translate the curriculum into learning activities that are developmentally appropriate and meaningful for students
- 1.2.5 set expectations that maximize student learning
- 1.2.6 select and develop specific methods to meet students' needs
- 1.2.7 communicate their assessments of students' needs to students, parents, colleagues, other professionals and, where appropriate, other community members
- 1.2.8 plan cooperatively with students, parents, colleagues, other professionals and community members
- 1.2.9 develop daily, unit and yearly instruction plans
- 1.2.10 communicate plans to students, parents, colleagues, other professionals and the school community

2. Instructing students

2.1 Teachers should know how to ...

- 2.1.1 use a variety of methods, resources and technologies to meet each student's needs
- 2.1.2 maintain acceptable student behaviour
- 2.1.3 integrate students with special needs into the regular classroom
- 2.1.4 maintain environments where every student feels physically, psychologically, socially and culturally secure
- 2.1.5 create environments that are attractive, stimulating and conducive to learning
- 2.1.6 organize facilities, materials, equipment and space so as to maximize learning opportunities and provide for the safety of all students

2.2 Teachers should be able to ...

- 2.2.1 provide students with opportunities to achieve the expectations outlined in the program of studies
- 2.2.2 guide the development of desirable personal characteristics specified in the program of studies
- 2.2.3 integrate students' learning experiences with prior learning
- 2.2.4 involve all students in meaningful learning activities
- 2.2.5 use routines that facilitate student learning
- 2.2.6 use discipline strategies that promote a positive learning environment for all students
- 2.2.7 model intellectual, moral and ethical behaviours that contribute to the development of healthy persons
- 2.2.8 help students take responsibility for their own learning
- 2.2.9 establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony
- 2.2.10 promote positive interactions among all students
- 2.2.11 use a variety of methods, resources and technologies that will meet each student's needs, and motivate and challenge students to learn
- 2.2.12 provide students with opportunities to relate their learning to the real world
- 2.2.13 communicate clearly with students both orally and in writing
- 2.2.14 change learning activities or modify plans whenever necessary

3. Evaluating student progress

3.1 Teachers should know how to ...

- 3.1.1 select or develop a variety of classroom assessment techniques and instruments that are appropriate to purpose so as to assess the full range of students' knowledge, skills and attitudes
- 3.1.2 administer both large-scale and classroom assessment instruments, score student responses, and interpret results
- 3.1.3 differentiate between large-scale assessments — system-wide, provincial, national and international — and classroom assessments, and use the results from both for the ultimate benefit of students

3.2 Teachers should be able to ...

3.2.1 help students evaluate progress toward their own learning goals

3.2.2 use a variety of diagnostic and evaluative methods to gather information about students' learning needs and progress

3.2.3 plan and revise instruction based on diagnostic information about individual student's learning needs and progress

3.2.4 help students, parents, educators and members of the community understand the results of assessment and the implications for students

4. Reflecting on teaching

4.1 Teachers should be able to ...

4.1.1 integrate their own knowledge, skills and attributes into a coherent philosophy on helping students learn

4.1.2 reflect on their teaching practices

4.2 Teachers should ...

4.2.1 take responsibility for enhancing their own knowledge, skills and attributes

4.2.2 take responsibility for sharing their expertise with student teachers and other colleagues

4.2.3 take responsibility for improving the learning climate in their school

We want to know what you think

Now that you have reviewed the discussion paper, we ask that you use these pages to share your thoughts with the Honourable Halvar C. Jonson. If you prefer to use a different format, please include the information below.

a. Do you presently have children in school?

___ No ___ Yes, in grade(s)_____

b. Are you responding as a:

___ parent

___ business person or representative

___ teacher

___ in-school administrator

___ central office administrator

___ school trustee

___ faculty of education member

___ other _____

c. Are you representing the views of a group or organization?

___ No. I am responding as an individual

___ Yes, I am representing

# of members _____

d. If you are responding as a teacher, administrator or trustee, please indicate

- teachers

  # of students in your school _____

- in-school administrators

  # of FTE teachers in your school _____

- central office administrators

  # of teachers in your division _____

- school trustees

  # of schools in your division _____

e. What is the approximate size of the community in which you live OR teach OR administer?

___ rural or farm

___ hamlet

___ village

___ town

___ city under 30,000 (population)

___ city between 30,000 and 150,000 (pop.)

___ city over 150,000 (pop)

Optional: This information will be used to create a mailing list so that we can provide you with future reports produced by Alberta Education.

Name: _____

Address: _____

Telephone: _____ Fax: _____

Fax your response to (403) 422-4199. E-mail your response to: vkrawec@edc.Gov.ab.ca Mail your response to The Honourable Halvar C. Jonson, Minister of Education, 228 Legislature Building, Edmonton, Alberta, T5K 2B6

You may wish to comment on the proposals themselves, and or on any of the more specific details. Attach additional pages if necessary.

Proposal: That the Minister of Education and the accredited post-secondary institutions enter into new agreements under which the Minister has a leadership role in creating ongoing, dynamic interactions between the post secondary institutions and field based educators.

Proposal: That the Certification of Teachers Regulation be amended so that the authority to teach in Alberta schools moves from one that is primarily qualification-based to one that is primarily competency based, and that individual differences be recognized by providing for flexibility in the time it may take a teacher to achieve the competencies required for permanent certification.

Proposal: That the Provincial Teacher Evaluation Policy be amended to provide guidelines on how teachers and school boards can use effective teacher evaluation practices to Improve teaching through ongoing professional development, and to assure the public of the quality of education provided to students. (You may also wish to comment on the examples of teaching knowledge, skills and attributes in Appendix A.)

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